

Teacher and Principal Evaluation (TPE)

Communication #10

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TPE Action Team

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Maryland's Plan for Implementing TPE was approved by USDE on February 8, 2013 (to view the plan, go to http://marylandpublicschools.org/MSDE/programs/tpe/sft_2012_2013). The following actions have already occurred in response to the plan:

- Field Test Monitor: Dr. Meg Dolan, who is knowledgeable about our work around TPE in Maryland and familiar with the demographics of our LEAs, has been secured by MSDE to serve in the role of Field Test Monitor. Over the course of the next few weeks she will be familiarizing herself with local TPE Plans and making arrangements to conduct fidelity visits to each of the LEAs. She will be able to provide some details about the conducting of these visits during our meeting on February 21, 2013. Please give some thought in advance of the qualitative feedback we might be seeking and how her visit will help validate the work of your field test experience.
- TPE Analysis Team: WestEd (Mid Atlantic Comprehensive Center @WestEd) has been secured to serve in the role of third party analyst for the greater TPE Project. In this role, WestEd will conduct the background research, develop the design concept, collect data, and construct a comprehensive review of both the immediate Field Test and the longer range year one of implementation. We will rely on them to help us determine how to address the difficult questions of the effective use of lag data, establishing rating cut lines, and navigating the transitions of CCSS, PARCC, & TPE. Working with the LEAs, they will help us to identify critical data stream necessary to making these and other determinations of validity, reliability, and accountability. They will play a central part in assuring USDE that the de-centralized processes being used at the local level are structurally sound and capable of sustaining TPE beyond RTTT.
- Re-purposing Funds: With the Field test Monitor and West Ed secured, we have returned to the work of re-purposing funds to support LEAs in their preparation to implement TPE. With an initial requirement of demonstrating that all LEAs will have the capacity to support the de-centralizing of TPE processes, the Action Team is developing a funding methodology and a resource list that extends beyond the de-centralizing priority. It is our intent to pursue this with USDE as soon as possible so that LEAs can properly prepare for late spring and summer implementation needs.

Determinations of local TPE plans were forwarded to Superintendents on January 30 and discussed during the February 1 PSSAM meeting. Nine LEA submissions were not approvable, obligating the district to default to the State teacher or principal model for next year. Additional direction was provided to these districts on February 7 along with the State's offer to provide technical assistance to facilitate an approvable model for next year. While no LEA is obligated to make changes to its Field Test at this time, all LEAs are afforded the opportunity to make changes to their models at the conclusion of the Field Test experience. This assures that lessons learned from the Field Test experience can still benefit local models for SY 2013-2014.

Given the exceptional turnout for the January LEA TPE meeting, we have decided to again conduct the February 21 meeting from 12:00 - 3:30 p.m. at the Meeting House in Columbia. Potential topics will include:

- Lag Data: Approaches, Options, and Application
- LEAs and the Field Test Monitor
- A Comprehensive Analysis of TPE: WestEd
- Lessons Learned: The Original Pilots
- Re-purposing TPE Funds
- Progress Reporting
- Transitioning CCSS, PARCC, & TPE

Details and an agenda will be sent to LEA Points of Contact, Executive Officers, and similar individuals by February 15.

Inquiries of a general nature or about TPE in its entirety may be directed to Dave Volrath.

Field Test

Ben Feldman
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The Field Test Unit has been responding to various issues related to the conducting of local and State simulations. As part of the January monthly meeting, three intensive problem solving sessions were conducted that focused on transforming MSAs into measures for evaluation, attributing students to teachers, and preparing for the qualitative and quantitative review of the Field Test. A follow-up meeting at MSDE will further refine the MSA transformation process. This meeting is developing the functional requirements for the deliverables to locals, which will be prepared by the Division of Assessment, Accountability, and Data System, and will include value matrix addresses, decile cut scores, other student detail information, and principal measures. The qualitative and quantitative analysis of the Field Tests will be further explored with LEAs and the newly identified service providers at the February meeting. Concurrently, MSDE participated in the launch strategy session with the national team that will lead the statistical analysis. As regards attribution, most LEAs have discovered that the attribution issue is best resolved at the school level with the principal and the teacher(s). This matter continues to be studied.

Inquiries related to the Field Test that are of a design or technical nature (i.e. School Progress Index or MSAs), may be directed to Ben Feldman.

SLOs

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Institutes of higher education continue to express interest in learning more about SLOs. Most recently, SLO training was provided for the principals, district leaders, and higher education representations associated with the Anne Arundel County Professional Development Schools. Training was also provided to the Professional Development Schools' Coordinators and Teacher Education Faculty at the University of Maryland.

On-site training and technical assistance continues to be provided by request. On February 6, assistant principals as well as some teacher specialists in Charles County participated in SLO training.

The MSDE SLO Team participated in a teleconference with partners from the Reform Support Network (RSN) in order to enhance SLO resources, including the creation of a Quality Control Toolkit. Our continued partnership with other states via the RSN helps to inform our work regarding promising practices.

Remember to mark your calendars for the upcoming Phase 3 Regional SLO training as follows:

- April 8 - Western Region, Frederick County Public Schools Professional Development Center, Walkersville, MD
- April 11 - Central Region, Carver Professional Development Center, Gambrills, MD
- April 17 - Eastern Region, Chesapeake College, Wye Mills, MD

All sessions will be from 9:00 - 12:00. LEAs are invited to send up to 6 participants. Registration materials and more details will be sent at a later date.

Inquiries regarding Student Learning Objectives or interest in scheduling training for specific audiences should be directed to Linda Burgee.

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| <p><u>Professional Development</u></p> <p>Ilene Swirnow iswirnow@msde.state.md.us</p> | <p>Members of the TPE Professional Development Team will be in Calvert County on Tuesday, February 12 to work with central office staff, principals, and executive officers. This session will focus on the implementation of the principal evaluation system. Calvert County is one of the State Field Test LEAs and their feedback is critically important to us during this simulation period. On February 14 and 15, I will be attending the CCSSO State Consortium of Educator Effectiveness conference, Leveraging Professional Learning to Increase Principal Effectiveness.</p> <p>Inquiries regarding the evaluative professional development skills of executive officers, principals, assistant principals, and instructional supervisors may be directed to Ilene Swirnow.</p> |
| <p><u>Communications</u></p> <p>Laura Motel lmotel@msde.state.md.us</p> | <p>The Executive Board of the Maryland Association of Secondary School Principals (MASSP) and principal representatives were updated on the progress of TPE on February 9, during their regular meeting. While participants cited specific concerns, they universally acknowledged angst over the scope of CCSS, PARCC, and TPE and the related unknowns as a major inhibitor. They recognized the value of the TPE communication tool and encouraged MSDE to maintain an open and continuing dialogue with principals.</p> <p>MSDE's TPE Action Team has developed "Maryland's Teacher and Principal Evaluation Field Test" Google Group – an online topical discussion forum, which will allow LEAs to engage in and continue TPE conversations beyond the monthly meetings. Through this Google Group, LEA staff involved in the field testing and implementation of teacher and principal evaluations will be able to communicate amongst themselves, discuss TPE topics, pose questions, and receive insight from colleagues across the State. To jumpstart the conversation, several discussion categories have been set up on the TPE Google Group page, including teacher SLOs, principal SLOs, student growth measures, teacher professional practice, principal professional practice, attributing student measures to teachers, using lag data in evaluation, and determining a cut point for highly effective and ineffective teachers and principals. This is a private Group and therefore participants must be invited to join. Primary LEA TPE contacts have already been sent invitations from the Group Owner, Laura Motel. Other interested LEA staff may request an invitation to join the Group by contacting Laura directly (lmotel@msde.state.md.us) – please include your full name, LEA, position/title, and work email address in the email.</p> <p>Inquiries regarding communications may be directed to Laura Motel.</p> |